

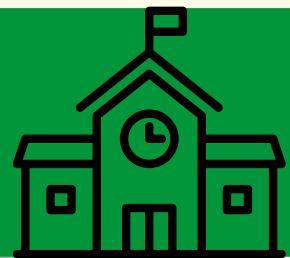
SUPPORTING YOUR CHILD'S EMOTIONAL WELLBEING AND SLEEP

A THEWS workshop delivered by: Katia and Alec



WHO IS THEWS?

You can find us online at www.elft.nhs.uk/thews



We work in primary and secondary schools across Tower Hamlets



We help children and young people with their emotional wellbeing and mental health



We do this by teaching different strategies to help them manage their emotions



In secondary schools, this is done primarily through 1:1 sessions with young people, and the delivery of various workshops



First, some ground rules

- Listen to, and respect other group members
- Only do and share what you are comfortable with
- Talk to us if you are having any issues or feeling uncomfortable



Confidentiality –
be mindful of what
you share outside
of this group.

Today's agenda:

- What is mental health?
- Common MH difficulties
- How we can support young peoples MH
- Conversation starters
- Sleep



What is mental health?

What comes to mind when I say *mental health*?



What is mental health?

- Mental health relates to:
 - **our feelings**
 - **our thinking**
 - **our emotions**
 - **our moods**
- Looking after our mental health is **just as important** as looking after our physical health



Mental health is on a Spectrum



What do the statistics say?

- A 2017 longitudinal study over 1000 people shows **83% of us will experience some kind of mental health difficulty over the course of our lives**
- Mental health struggles are **very common**
- In this study, those who were **less isolated had better mental health**
- **Social relationships = protective factor**



<https://www.youtube.com/watch?v=DxIDKZHW3-E>

5 minutes to discuss the video

- What might be some of the factors leading to children & young people feeling overwhelmed?
- Any thoughts on how parents & carers can help?



Fears & Worries

across different age groups

Age	Fears and worries
0 - 6 months	Strong sensory stimuli (e.g. loud noises); loss of support
6 - 12 months	Strangers; separation from care givers
2 - 4 years	monsters; potential burglars; the dark
5 - 7 years	Natural disasters; own injury/illness/death; animals; media-based fears
8 - 11 years	Poor academic and athletic performance/peer comparison
12 - 18 years	Peer rejection; world issues

Fears and worries are normal and tend to link in with development (Moore & Carr, 2000)

but... something to keep in mind:

- **Modelling:** children learn from those around them e.g. parents/friends/role models
- It's important to be conscious of how we are displaying/responding to fears around children, so that they do not develop the same fear



How can we support children's mental health?

What do you currently do to help your child?



How can we support children's mental health?

- We're going to break this down into:
 - **Oxygen mask**
 - **Building understanding**
 - **Having conversations**
 - **Modelling healthy regulation**



Oxygen Mask

- Sometimes it feels easier to care for others rather than ourselves
- ... but what are the possible outcomes of this?
- The 'oxygen mask' refers to 1 particular safety instruction that is always given on flights...
- First step: making sure that we look after ourselves



What does the
'oxygen mask'
look like in
practice?



Self-care

- Self-care is not selfish – it means putting on your oxygen mask first before helping your child

You can't pour from an empty cup

What's one small thing you do –

or could do –

to look after yourself?

Building Understanding

- You need to make sense of your child's behaviour, before we can try to support children with it

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

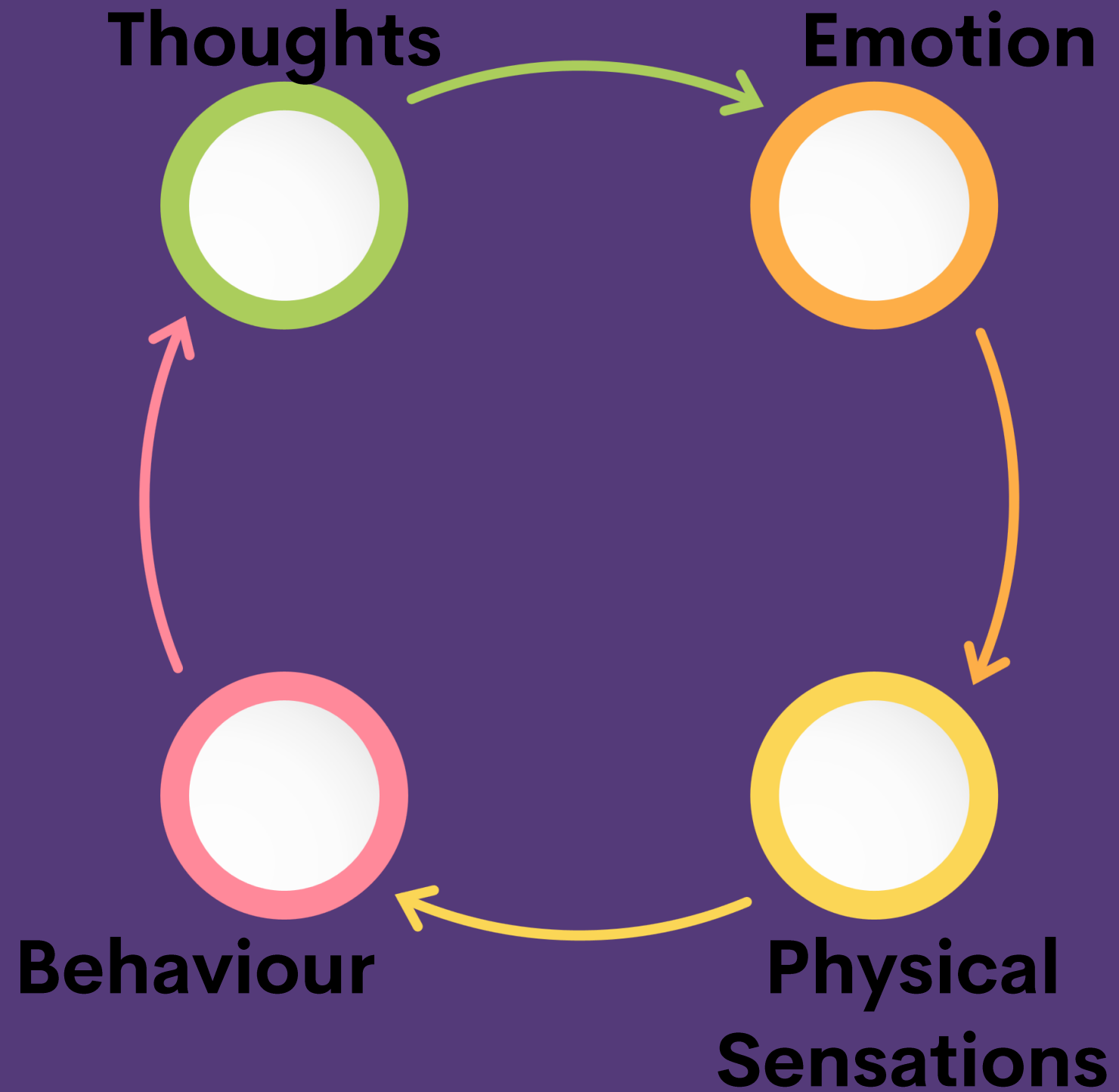
Angry

embarrassed scared grief
shame tricked overwhelmed
frustrated depressed disgusted
distrustful grumpy stressed
attacked rejected helpless
guilt trapped nervous anxious
trauma annoyed exhausted envious
disrespected unsure offended
disappointed lonely hurt
uncomfortable regret worried insecure

Building Understanding

- We need to make sense of a behaviour, before we can try to support children with it
- Real needs might be buried underneath the surface

Building Understanding



- We need to make sense of a behaviour, before we can try to support children with it
- Real needs might be buried underneath the surface
- Consider the full picture – what are they thinking, feeling (including in their body), and doing?

Event: Mohammed walks into class & waves at his friends but they don't wave back

TRIGGER



Thoughts

"I'm not good enough"
"No-body likes me"



Feelings

fear, worry, anger



Body

sweating, faint,
fast heart rate



Behaviour

Avoidance, withdrawel,
aggression



Building Understanding

- We need to make sense of a behaviour, before we can try to support children with it
- Real needs might be buried underneath the surface
- Consider the full picture – what are they thinking, feeling (including in their body), and doing?

Having conversations

Have a think about a recent positive conversation you had with your child.

- What was it that made it positive?
- What did you do to make it positive?



Having conversations

Tips for positive conversations:

- Make **conversations about emotions a normal part of life.**
- Ask **open questions**, such as "how did your day go today?"
- Give your full attention – **be open & curious**
- **Avoid 'down playing', shaming, or dismissing** (e.g. "Don't be silly, there's nothing to worry about")



Having conversations

Tips for positive conversations:

- **Let them know** that you are always available to talk: *"do you fancy a chat?", "I'm happy to listen if you need to talk"*
- Calmly staying with feelings that arise – **you don't need to give solutions or distract. Just listen.**
- Remember that **we are all different** – everyone has a right to their own feelings: can't tell someone how to feel or not feel. Can lead to children shutting down/not sharing with us
- Reflective parenting – **respond to the child, not the behaviour**



Having conversations

Tips for positive conversations:

**What's one thing that might stop a teenager
from talking to their parents?**

And what helps them feel safe enough to talk?



Having conversations

The GLAD model to make conversations a
bit easier!

G: What are you **grateful** for today?

L: What did you **learn** from today?

A: What did you **accomplish** today?

D: Who/what **delighted** you today?

Modelling healthy regulation

- Remember that all young people struggle at some point in adolescence
- They want you to ask questions, and realise that it is more common and normal than you think



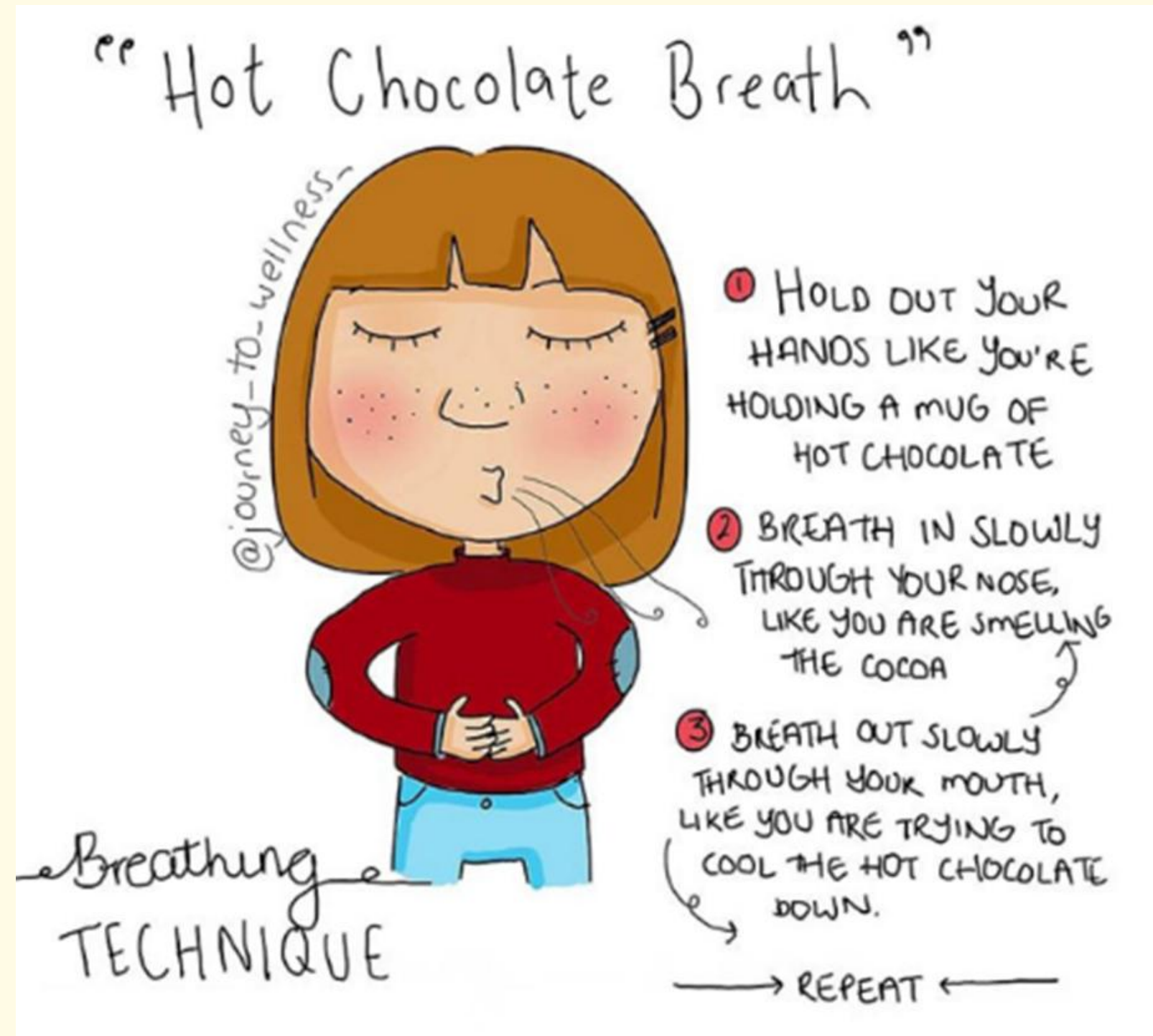
Modelling healthy regulation

- You can help your child learn how to self-regulate by using and modelling helpful coping strategies for your own regulation



LOVE Be there for your child and show care and love	EXERCISE Encourage play, exercise and sport	BEHAVIOUR Keep an eye out for any changes in behaviour	SUPPORT Regularly support, encourage and praise your child	REST TIME Help your child to manage stress by building in some rest time
BE PROUD Tell your child that you are proud of them	PATIENCE Be patient. Don't pressure your child		HELP Don't be afraid to seek help from professionals	FEELING Get to know how your child is feeling
EDUCATE Educate yourself about mental health problems			PROBLEM SOLVING Help your child to effectively problem solve	LISTEN Make sure you take time to listen to what your child has to say
COPING Help your child to learn some simple coping skills such as relaxation				SYMPTOMS Be aware of signs and symptoms
CONVERSATION Encourage your child to engage in conversation				ENVIRONMENT Provide a positive environment for your child where they can thrive

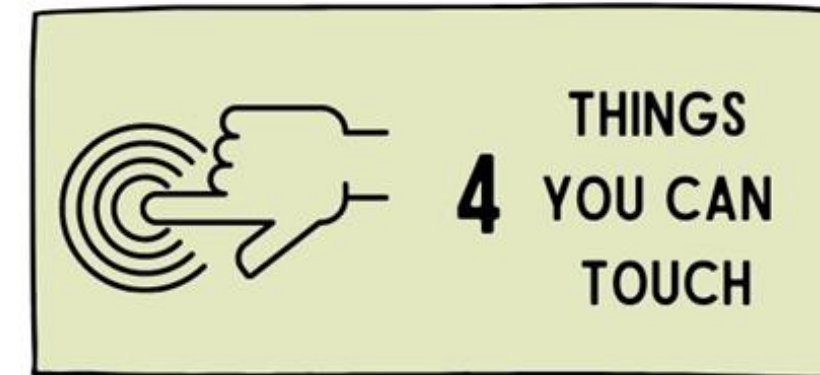
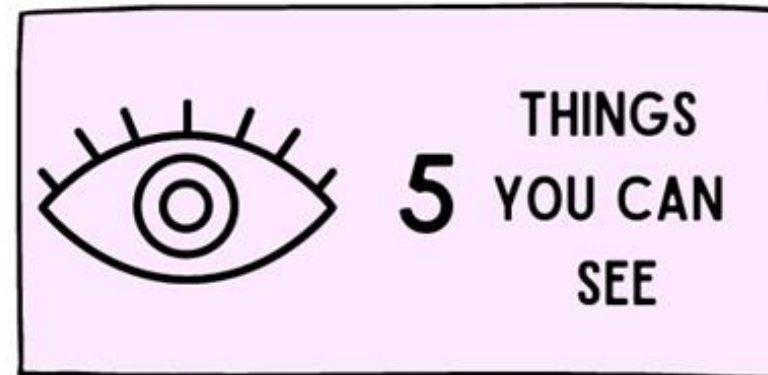
Hot chocolate breathing



Grounding with 5 senses

5 - 4 - 3 - 2 - 1 GROUNDING TECHNIQUE

A calming technique that connects you with the present by exploring the five senses.

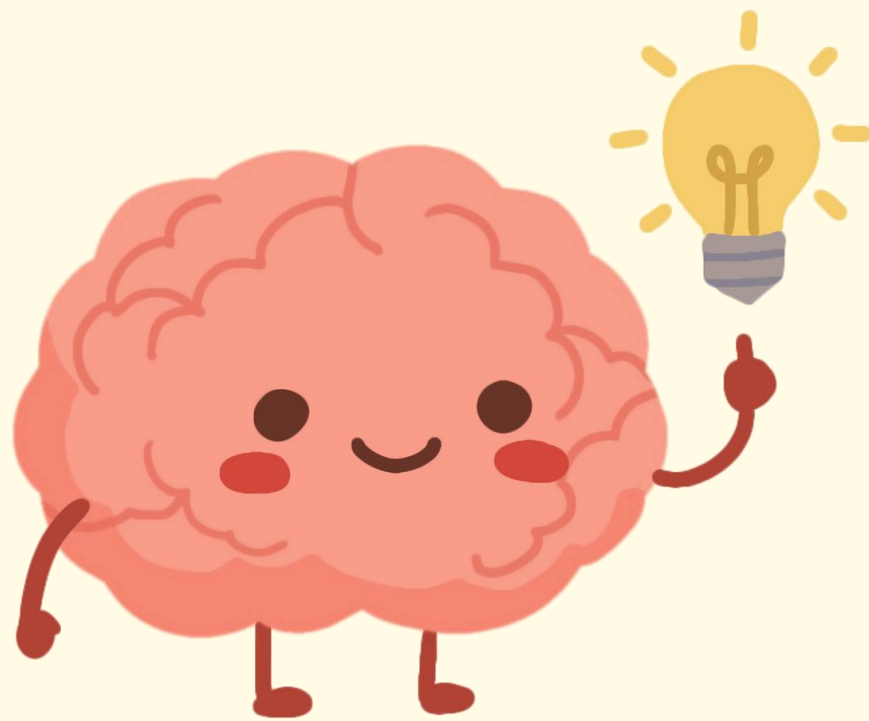


Mind games

Counting down from
60 in 3s



Spell name
backwards



Find an animal starting with
each letter of the alphabet



Sleep

Problems at night time are extremely common among young people

Do your children have any difficulties with sleep?

Why is Sleep Different in Adolescence?

Why Do Teenagers Struggle with Sleep?

 **Their body clock changes during puberty**

They naturally feel sleepy later at night, there's biology involved!

 **They still need 8 -10 hours of sleep**

Most teenagers don't get enough sleep.

 **Screens can make it harder to fall asleep**

Light from phones and tablets tells the brain it's still daytime.

 **Early school mornings + late nights = tired teenagers**

Many teenagers don't get the sleep their growing brains need.

For most teenagers, it's usually a combination of biology, technology and everyday stress.

Tips for a better nights sleep



ROUTINE. GET INTO A PATTERN OF SLEEPING AT SET TIMES AND YOU WILL FIND IT EASIER TO SLEEP AT THAT TIME EVERY DAY.



CAFFEINE. DON'T DRINK CAFFEINE TOO LATE IN THE DAY, IDEALLY NOT AFTER LUNCH.



EXERCISE. EXERCISE MAY HELP US SLEEP. TRY TO EXERCISE EARLIER IN THE DAY AS EXERCISE PRODUCES ADRENALINE, MAKING IT DIFFICULT TO SLEEP.



MEALS. DON'T SLEEP TOO HUNGRY OR FULL. EATING LARGE MEALS BEFORE BEDTIME SHOULD BE AVOIDED AS THE BODY WILL SPEND TIME DIGESTING BEFORE IT CAN SLEEP.



ELECTRONIC DEVICES. TURN OFF PHONE, COMPUTERS, TV – ANYTHING THAT EXCITES THE BRAIN.



ROOM TEMPERATURE. TRY TO HAVE A SLIGHTLY COOL BEDROOM.



LIGHT. ENSURE YOUR BEDROOM IS DARK & SEEK LIGHT IN THE MORNING AS LIGHT SETS YOUR BIOLOGICAL CLOCK TO DAYTIME.

What's one thing you're
taking away from today?

Please give us your feedback!

- It only takes 2 minutes!
- Please select the workshop:
Supporting Wellbeing

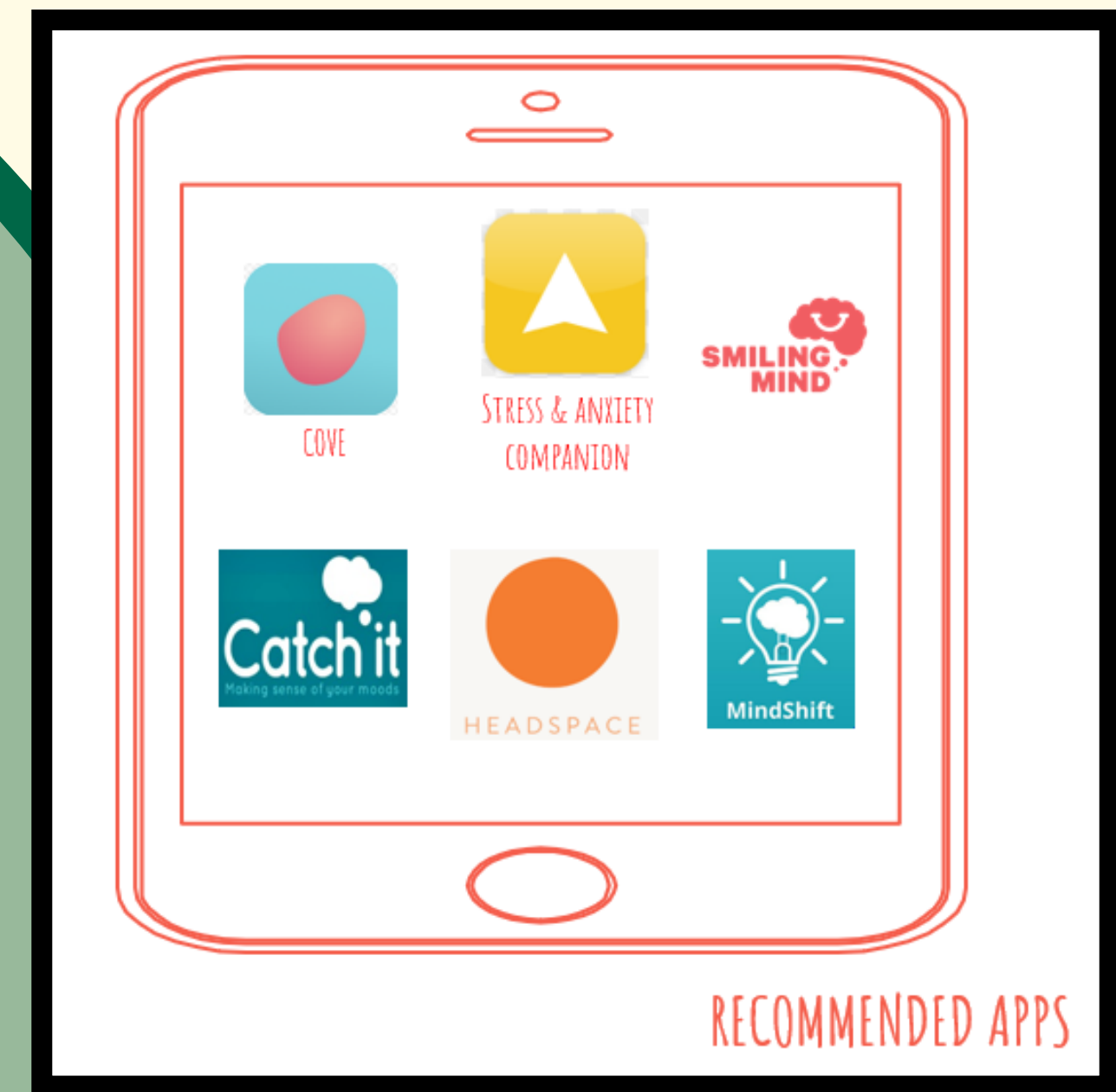
THEWS Parent / Carer Workshop



Further support:



- Key school staff: Form Tutor, Head of Year, etc...
- Parent advice helpline:
 - 0808 802 5544
 - (Mon–Fri, 9:30–4pm)
 - Offer friendly advice for parents and carers worried about a child or young person under 25



YOUNG Mi MINDS
fighting for young people's mental health

Thank You!

Any questions/feedback?

